COLLEGE OF
THE ROCKIES

EAP-102 – Technology & Augmentative Communication

Health and Human Services

Effective Term & Year: Fall 2022
Course Outline Review Date: 2025-04-01

Program Area: Child Youth and Family Studies

Description:

This course provides students with an introduction to augmentative and alternative communication. Characteristics of various strategies related to the needs of the users are explored. Students also look at a variety of ethical and technological issues that emerge when supporting children who use alternative and augmentative forms of communication in the K-12 classrooms.

Program Information:

This course is required for the Education Assistant Certificate.

Delivery Methods: Online

Credit Type: College of the Rockies Credits

Credits: 3

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	45
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	

Total	45

Course Requisites:

- Earned a minimum grade of C+ (65%) in at least 1 of the following:
    - ENFP 12 – English First Peoples 12
    - ENST 12 – English Studies 12
    - ENGL090 – English – Provincial Level

Flexible Assessment: Yes

In some cases students may be able to apply for recognition of prior learning outside the classroom. This flexible assessment process provides equivalent course credit. It is a rigorous process that may include external evaluation, worksite assessment, demonstration, standardized test, self-assessment, interview, products/portfolio, and challenge exam, or other measures as appropriate. Tuition fees apply. Contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at other BC institutions, please see http://www.bctransferguide.ca. All requests for course transfer credit from institutions in BC or elsewhere should go to the College of the Rockies Enrollment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Dell, A., Newton, D. & Petroff, J. (2017). *Assistive technology in the classroom – Enhancing the school experience of students with disabilities* (3rd ed.) Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Haig, J., Raikes, G., & MacMillian, V. (2014). *Cites & sources: An APA documentation guide.* (4th ed.) Toronto, Ontario: Nelson Publishing.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ *for a complete list of the currently required textbooks.*

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

- identify prevalent low, mid, and high tech tools that can be used to support reading, writing and communication in the K-12 classroom;
- demonstrate how programs such as *Kurzweil* and *Dragon Naturally Speaking* can be used to support student learning;
- identify prevalent low, mid, and high tech tools that can be used to support organization in the K-12 classroom;
- create a variety of visual supports to promote positive behavior in the K-12 classroom;
- demonstrate how principles of *Universal Design for Learning* and the *Response to Intervention* model can be incorporated into technology integration in the K-12 classroom;
- generate ideas for selecting and integrating technology within the context of diverse curricular areas;
- examine issues which emerge as students use technology and augmentative communication in the K-12 classroom; and
- define self-advocacy and discuss its relevance to assistive technology in transition planning.

Course Topics:

- Introduction to Assistive Technology
- Universal Designs for Learning
- Technology to Support the *Response to Intervention* Model
- Assistive Technology to Support Writing
- Assistive Technology to Support Reading
- Assistive Technology to Enhance Communication
- Assistive Technology to Promote Positive Behaviour
- Augmentative Communication
- Access to Technology
- Ethical Issues
- Transition Planning

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: Online

Assessment Type	% of Total Grade
Portfolio	25%

Quizzes	20%
Disability & Assistive Technology Paper	15%
Ethics Case Study	10%
Forum Discussions & Activities	30%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60			<60

Pass requirements: None

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at https://cotr.bc.ca/about-us/college-policies/ and include the following:

- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
- Policy 2.5.8 Academic Performance
- Policy 2.5.3 Grade Appeal
- Policy 2.4.9 Student Concerns Re Faculty

Equivalent Course(s) and Course Code Changes

Prior Course Code: EAP 202 >> EAP 102

Date changed: May 2013

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete

material while meeting the learning outcomes of this course outline.